

a b c d e f g h i j k l m n



z y x w v u t s r q p o n m l k i h g f e d c b

v u t s r q p o n m l k i h g f e d c b

q p o n m l k i h g f e d c b

n m l k i h g f e d c b

m l k i h g f e d c b

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k i h g f e d c b

Standard English Braille
Grade Two

A MANUAL



The
AMERICAN NATIONAL RED CROSS
Washington, D. C.

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Braille Transcribing

A Manual

INTRODUCTION

This Manual on Standard English Braille, Grade Two, is intended primarily for those who have taken the Red Cross course in Grade One and a Half, received a certificate, and have had considerable practice in the latter system. With the first work sent to the Braille Transcribing Section, whether it be Lesson One or a trial manuscript, the student should fill out the blank found in the Manual on page 5. Each lesson or trial manuscript submitted must bear the name of the student and chapter affiliation. Grade Two is a more highly contracted form than Grade One and a Half. It contains about one hundred and seventy new signs and abbreviations which must be memorized, also many additional rules. All signs of Grade One and a Half are used in Grade Two, while some of them in different positions and with certain additions have different meanings. Many characteristics in these signs are suggestive of their meaning and this greatly helps in memorizing them.

Grade One and a Half will still be taught as the preliminary form of Braille and it is hoped that the majority of transcribers will continue to produce work in that system. Only those should undertake Grade Two who are willing to give to it time and careful study, and the same effort to achieve accuracy as they gave to Grade One and a Half. Grade Two has the advantage of reducing the bulk of the Braille book, because of its numerous contractions and abbreviations. It also facilitates reading by putting more subject matter under the finger at one time, thus saving the distance the finger must travel. However, it must be borne in mind that these additional contractions require greater mental effort, and that there is a limit beyond which reading becomes a burden rather than a pleasure. For many of our old readers Grade Two seems too difficult, and unless they can have books in Grade One and a Half they will give up reading altogether.

In Grade One and a Half, strict syllabification was stressed. This produced a system highly satisfactory and having a decided educational value. In Grade Two it is not necessary for a contraction to be contained within a syllable, but it may generally be used if its letters follow each other in sequence, e.g.: The **ar**-sign may be used in Mary; the **in**-sign

in final; the **er**-sign in material. When a word must be divided at the end of a line, such division must be between syllables, and certain word forms must be observed. Rules for all these will be pointed out as the student progresses.

Since the adoption of Grade Two in 1932, some changes have been made in Grade One and a Half in order to bring the latter system in complete accord with Grade Two. For the benefit of those who have not the latest manual on Grade One and a Half, these few changes are listed below:

1. The dots of the Braille group are now considered in two vertical columns, numbering from the top down. The first column nearest the beginning of the line reads 1-2-3; the second column 4-5-6. It will be noted that dots 1-6 remain the same, but the others are changed.

2. The dollar sign which was formerly letter "d" is now "d" in the lower position, the same as the period. As it is always followed immediately by the numeral sign, there can be no confusion.

3. The ellipsis, formerly a repetition of the middle dot on the far side of the cell, is now a repetition of the lower dot on the nearest side, or dot 3, the same as the apostrophe.

4. The practice of Grade Two in writing c't (can't), t's (that's), x's (it's), y're (you're), y'll (you'll), y've (you've), etc., has been introduced into Grade One and a Half.

With these few changes in mind, the transcriber is now prepared to take up the study of Grade Two.

This blank is to be filled in *by the student* and sent with the first Braille work forwarded to the Braille Transcribing Section, Service for the Blind, Library of Congress, Washington, D. C. (See Introduction, page 3, paragraph 1.)

Date

Name in full:

(Please state whether Miss, Mr., or Mrs. If the latter, also give husband's initials.)

Address:

Name for certificate:

(Please print name as it is to appear on Red Cross certificate.)

I have arranged to carry on my Braille work through

Chapter, American Red Cross

Students who work also as members of the Junior League, Colonial Dames, clubs and church groups, etc., add below the name and address of that organization:
.....



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Lessons

Explanatory Note

In the following lessons, an effort has been made not to introduce any character not already familiar to the student or given in the lesson, with special emphasis on the latter. Each lesson contains a list of new signs showing where they may be found; also examples, explanations and references to rules. The latter must be studied carefully. (See Introduction, Paragraph one).

The contractions are indicated by *bold type*, and where two contractions come together they are separated by a *diagonal line*. This does not necessarily indicate a syllable division. Words on which special emphasis is laid are written in *italics*.

While there are many new points to be learned, if they are taken up in the order given, it will not be found too difficult. As in Grade One and a Half, each step must be mastered before going ahead. In each exercise, use all signs familiar in Grade One and a Half and the new signs given in the lesson.

Careful attention should be given to the *Rules* cited and frequent reference to the *List of Typical and Problem Words* found in the back of the Manual will prove helpful.

LESSON ONE

As previously stated the object of Grade Two is to reduce the bulk of Braille and facilitate its reading. One of the simplest methods employed is the writing of the small words **and**, **for**, **of**, **the**, **with** and **a**, without a space between them when the sense permits. (See Rule 21). These signs are always to be used in preference to any other, e.g.: Instead of using the **th** and **er**-signs in such words as other, another, brother, weather, whether, etc., the **the**-sign should be used in Grade Two.

Another method of shortening Braille is the use of *certain double consonant signs*. This applies only to the letters **bb**, **cc**, **dd**, **ff** and **gg**. (See Table I, Line 5, Pages 20 and 21, also Rule 27).

From the list of part-word contractions shown in Table I, learn the two new signs, namely, the sign for **ch**, Line 4 and **st**, Line 6. Use these signs wherever they occur in the exercise given below. Study carefully Rules 20, 21, 27 and 34 including *Note*, and 35, Paragraph three.

The following sentences show the use of the contractions given above and are to be written as *practice work* only.

Practice Exercise *Not to be submitted*

Can you accord me and my baggage a place in the buggy and/for the whole trip, with/out add/ing effort or aggravating anybody?

She is scrubb/ing her rubb/ers in the shade of/the shrubb/ery.

Go straight for/the other girl down the street while she is yet with another boy.

She will go with/a will and/for the love of it.

We will pass St. Mary's Church on Main St. so you may bring her sist/er.

Write the following and submit to the instructor:

EXERCISE I

This morning I went for a walk with a friend from St. Louis and for a while we chatted gayly. Suddenly a storm blew in off the lake and we took refuge in a Church on Pine St.

Another robbery has baffled the police.

Accept my apology for the accident.

Do you say "the ebbing of the tide", or "the ebb of the tide", or is it just "ebb-tide"?

Will you have an egg or two eggs for lunch?

May I wish you success in all the affairs of life.

Let me offer the man coffee when he goes off duty.

Do not meddle with the flowers in the middle of my garden which borders on the street.

This is the man so highly spoken of and so truly loved.

The other boy is my brother.

LESSON TWO

Learn the rest of the PART-WORD signs in Table I, Line 5, namely, the signs for **ea**, **be**, **con**, **dis** and on Line 6, **com** and **ble**. These signs as used in this lesson are PART-WORD signs only and their usage is fully explained by the following rules: For the use of the **ea**-sign, see Rule 24; for **be**, **con** and **dis**, see Rule 25. *Note that these signs are always a complete syllable.* For the contraction for **com**, see Rule 26; for the **ble**-sign, see Rule 31. Remember not to observe syllabification but follow Rules 20, 21 and 34, as well as those given above.

The following sentences show the use of the contractions given above and are to be written as *practice work* only.

Practice Exercise—With Contractions Indicated

Not to be submitted

The dear th/ing has seen her ideal burst as a bubble. The problem is now our concern. We shall try turning her unbelief and distrust so that she will grasp the idea, and belief and trust will result and/with no harm com/ing of it.

Do come with us for/a stroll in the woods east of/the church.

Write the following and submit to the instructor:

EXERCISE II

I have discovered a new book and find it most interesting. The print is clear and easily read. The first chapter deals with the story of rubber.

Do not become discouraged; success will come if you continue steadfast and fear not. Our struggles give us strength in meeting the problems of life.

“I believe; help Thou my unbelief.”

“Double, double, toil and trouble,

Fire burn and caldron bubble.”

A distressing accident occurred recently when the church burned down and a fireman suffered serious injuries. The final outcome is problematical.

Life is becoming more and more complicated with the passing of the years. Our ideas have changed; the idea of pleasure, of comfort and of the necessities of life.

LESSON THREE

The student will now turn to Table II, CONTRACTIONS, WORD SIGNS (Standing alone), Column 1. Most of these signs are already familiar. Learn the new signs, namely, the sign for **child**, **be**, **enough**, **to**, **were**, **his**, **into**, **was** and **by**, **still**. The signs for **child** and **still** are simple and need no explanation. They are identical in usage with the signs for **shall**, **this**, **which** and **out**. Reference must still be made to Rule 34. Avoid falling into the habit of syllabification, thinking rather in terms of sequence and word form. Study the following rules: For the use of single contractions, followed by the apostrophe, see Rule 22; for the use of the signs for **to**, **into** and **by**, see Rule 23; for general rules on lower signs, see Rules 28, 29 and 30, including *Notes* under the latter; for definition of lower signs, see DEFINITIONS OF CONTRACTIONS, Paragraph d, Page 27.

Note that in giving this PRACTICE EXERCISE the contractions for **to**, **into** and **by** (which are always written close up to the following word), as well as lower signs, are printed in *bold type* indicating a contraction, without regard to their position in the line. Even though they may come at the end of the line in the ink-print, they may not have the same position in the Braille line. The student must observe the rules and know when and when not to contract these signs.

Attention is also called to the fact that rules for lower signs apply to the **in** and **en**-signs whether they stand for WHOLE or PART of a word. This requires that in Grade Two they must sometimes be written out, when in Grade One and a Half they would be contracted. (See Rule 29).

Practice Exercise—With Contractions Indicated

Not to be submitted

Can this child be old enough to/go to his brother's house if it were still light, and if he were put on the train by his sist/er? No, I do not th/ink he is old en/ou/gh.

Was it wise to put her into/that class? She is certainly old en/ou/gh; she was ten last year. They were sure she was.

Write the following and submit to the instructor:

EXERCISE III

“Happy the child who is suffered to be and content to be what God meant it to be—a child while childhood lasts.”

“Hush, dear child, lie still and slumber,

Holy angels guard thy bed.”

I was glad to hear that John and his wife were coming to see us. Let us go into the house and prepare for them.

It was not difficult to see what was coming with the wind shifting into the northeast.

We arrived in Chicago by way of the Lincoln Highway, having been delayed by severe storms.

He plays by note, not by ear.

It was his plan to reach the church by 10:30 A.M.

By and by we shall hear the by-laws read by the Secretary.

Do you think we have enough sandwiches for all of us? No, we have not enough.

If you're all coming with us, that's just fine, but if you can't all come, it's just too bad.

LESSON FOUR

The student should now turn to Table II, Column 2, INITIAL CONTRACTIONS. (See DEFINITIONS OF CONTRACTIONS Paragraph f). Learn the first sixteen characters. Note that these stand for the whole words **day**, **ever**, **father**, **here**, **know**, **lord**, **mother**, **name**, **one**, **part**, **right**, **some**, **time**, **under**, **work** and **young**. These are certain letters of the alphabet, preceded by dot 5, and are known as two-cell signs. (See DEFINITIONS OF CONTRACTIONS, Paragraphs c and e). Care must be taken not to confuse these two-cell signs with the original single letter signs, for the meaning is quite different. Unlike the latter, these characters are all both WHOLE and PART-WORD signs, subject to Rule 34. (See Rule 32). For the two-syllable word signs in this lesson, namely, **ever**, **mother** and **under**, see Rule 32a; for the use of the **one**-sign, see Rule 32b; for all other signs in this lesson observe the general rules, and especially Rule 34 and its Notes.

Practice Exercise—With Contractions Indicated

Not to be submitted

Father, mother, my brothers and one young/er sist/er were all com/ing to/the party, but my youngest brother was forced, under the rules, to be at work on time that day. He says he will come alone some time wh/en his work is done, and I know he will wh/en/ever we name another day. He is very particular in keeping on the right side of/the family, and father and mother are rightly proud of/the hone/st young/st/er.

I know you will try to smother father's pride, but several others have tried to/do some/th/ing of/the sort, and with/out success. He is ever lord of his own opinions!

Write the following and submit to the instructor:

EXERCISE IV

Yesterday was my father's birthday, so mother invited each one of us to come home and celebrate. We gladly accepted. Putting aside our work and everything else we made it a real holiday. Right here let me say that my name is Rebecca, being named for my grandmother. I have one sister and several brothers, all of whom were able to be here.

My brother-in-law, Colonel Grant, asked mother if she ever felt lonely now that we were all gone from home. She replied, "Never. As young people, father and I were pioneers and grew accustomed to being alone. We have just gone back to our younger days."

We were a merry party sharing the work. Some helped to prepare the lunch, others set the tables out under the trees. When it began to thunder, some of the folks were frightened, but soon the sun shone brightly once more and everybody was happy.

Later in the day some of the younger ones went for a swim, while others participated in various games. My partner was a handsome young cousin named Joseph, with a lordly manner who liked to air his knowledge and seemed to know something on every subject under the sun. I know that I seemed very stupid in his eyes, but let that pass. We took a walk down by the river and saw a score of workmen at work on a new stone bridge. My cousin told me they were not doing the work right and that it was a downright shame to waste money in that way. I wanted to say something, but refrained.

At last it was time for the party to break up and for us to scatter to our several homes, having enjoyed a perfect day rightly spent honoring one whom we all loved.

LESSON FIVE

Learn the remaining five characters found in Table II, Column 2, standing for **there**, **character**, **through**, **where** and **ought**. Note that these are formed from the signs for **the**, **child**, **this**, **which** and **out**, preceded by dot 5. Care must be taken not to confuse these characters with the original signs.

Learn also the five characters in Column 3, standing for the words **upon**, **word**, **these**, **those** and **whose**. Note that these characters are formed from the letters **u** and **w** and the signs for **the**, **this** and **which**, preceded by dots 4-5. Care must be taken not to confuse these characters with original signs and to distinguish between them and those of Column 2.

All these signs come under the heading of TWO-CELL CONTRACTIONS and may be used both as WHOLE-WORD and PART-WORD signs. The same definitions and rules apply to this lesson as given in Lesson Four.

Practice Exercise—With Contractions Indicated
Not to be submitted

There is where character ought to/come in. This child ought to/know what is right to/do. Wh/er/ever they find these people they will learn to/know them through the work they are doing and/the fine character of each and every one of them, particularly the young/er ones.

Whoose are those lordly words?

Upon my word, whose character shall we try to emulate?

These are the words through which his character is more clearly disclosed. Shall we conclude that his command is sufficient?

Write the following and submit to the instructor:

EXERCISE V

It was there that I first met her—a lovely character—and through her advice I learned where to go and what I ought to do. It was, therefore, characteristic of her that throughout our talk she gave no thought to her own comfort, wherein she was unlike most people.

As soon as the messenger brought word from headquarters, those of us whose names appeared on the list prepared to leave.

In these days, wherever we are, let us ponder upon those things which make for peace rather than war.

For those whose characters are upright, whose thoughts are pure, evil seems unreal. These are those upon whose word we can rely at all times.

He spoke to those present and his words carried weight, whereupon a vote was taken.

LESSON SIX

The six new characters for this lesson are found in Table II, Column 4, namely, the signs for **cannot**, **had**, **many**, **spirit**, **world** and **their**. Note that these are the letters **c**, **h**, **m**, **s**, **w**, and the sign for **the**, preceded by dots 4-5-6. These are TWO-CELL CONTRACTIONS standing for WHOLE WORDS but they may also be used as PART-WORD signs. While Exercise VI lays special emphasis on the new characters introduced, it is also a review of the signs of Columns 2, 3 and 4, and the same rules apply as in the two preceding lessons.

Practice Exercise—With Contractions Indicated
Not to be submitted

He cannot put fine spirit into his work if it is undertaken while his character is still weak.

Their world is one of many pleasures in which work and knowledge cannot ever have had a large part.

These partly completed houses are conceded by them to be too constricted for the work which we have under way. Upon knowing our needs, they displayed a particularly fine spirit in conceding the point to us. Many, many times we begged them to come in.

They had many haddock in their nets, but they hadn't time to wait while we bought as many as we needed.

He was worldly and of mean spirit but certain characteristics of cheery manner and amiable address appealed to those of superficial understanding.

Write the following and submit to the instructor:

EXERCISE VI

It cannot be that she had many pleasures in this world, but she had many friends, and in their friendship her gentle spirit was content. The world may have considered her unfortunate, but many a worldly-minded person might well have envied her for her spiritual joys.

During the night they had feared many things, but with the coming of the dawn their spirits rose.

We live in a changing world and lead a many-sided life. It cannot be all sunshine—clouds will come and cast their shadows over our path. The work of the world cannot be done in words.

There are times when these people become their own worst enemies. So let hope lift the spirit into some higher sphere.

This book is for those who will read it through and profit by it.

Where are those whose example we ought to follow and who may be pointed out to our young people as suitable models?

He came upon us unexpectedly while we were under the trees.

Here is the name of one who had a large part in shaping my early days and the character of the child I was at that time.

LESSON SEVEN

The student will now study the five new characters found in Table II, Column 5, namely, the contractions for **ound**, **ance**, **sion**, **less** and **ount**. It will be seen that these are the letters d, e, n, s and t, preceded by dots 4-6, making TWO-CELL CONTRACTIONS. These are known as FINAL COMPOUND SIGNS. (See DEFINITIONS OF CONTRACTIONS, Paragraph g). These contractions are PART-WORD SIGNS ONLY and may not be used at the BEGINNING of a word. (See Rule 33). They may be used at the END or in the

MIDDLE of a word and may or may not form a complete syllable. They may also be used at the beginning of a line when a word is divided.

Practice Exercise—With Contractions Indicated

Not to be submitted

Frances dances ar/ound and ar/ound many, many times, in count/less rings, quite helpless with/out a partner to/sh/ow her the right steps.

His acc/ount is not in accord with/the one he sent me; the omission of several articles of bedding sh/ows the blunder/ing way in which he keeps his acc/ounts. I can't under/st/and how he can succeed wh/en he conducts his affairs in this way.

It is a bless/ing that you decided to/come down the mountain; if you had gone ar/ound you might have been too late to find his mother-in-law and brother-in-law here, for they were bound to join that mission/ary ere he left the country.

Never/the/less, he had acknowledged my gift while count/ing upon my under/st/and/ing of his changeable character.

Write the following and submit to the instructor:

EXERCISE VII

It was found that on account of the distance to the next town we had best remain where we were for the night. Some discussion followed, but at length all agreed to abide by my decision.

Our trip around the world had to be cancelled on account of the depression. There are countless instances of those whose circumstances have been similarly affected.

It was found that the new boundary line ran directly through the college grounds. It seemed best, therefore, under the circumstances to sell off that part of the ground lying on the other side of the boundary line. This decision enabled us to balance our account at the bank and prepared us the better to meet the financial depression.

From the mountain top one may view the country for miles around, an endless stretch of beauty and grandeur. Yet how carelessly we often look upon these familiar scenes.

Count your many blessings as they come and you will have less time to remember the troubles you have had.

The commission held an all night session and made many important decisions.

LESSON EIGHT

The characters to be studied in this lesson are found in Table II, Columns 6 and 7, and are the contractions for **ence**, **ong**, **ful**, **tion**, **ness**, **ment**, **ity**, **ation** and **ally**. It will be seen that the signs in Column 6 are formed of letters **e**, **g**, **l**, **n**, **s**, **t**, and **y**, preceded by dots 5-6, and those in Column 7 are formed of letters **n** and **y**, preceded by dot 6. These are all TWO-CELL CONTRACTIONS, known also as FINAL, COMPOUND or TERMINAL SIGNS. (See DEFINITIONS OF CONTRACTIONS, Paragraph g).

These contractions are PART-WORD SIGNS ONLY, and like the signs of Column 5 may not BEGIN a word, but may begin a line when a word is divided. They may be used at the END or in the MIDDLE of a word. Such contractions may be a syllable or a part of one syllable, or parts of two syllables. (See Rule 33, also *Appended Notes*).

Practice Exercise—With Contractions Indicated

Not to be submitted

Of what nationality is our ally in this affair? In all fairness to her I am con/strain/ed to admit that she comes from Ger/many, and she is faith/ful/ness and hone/sty personified. She is fully aware that for a year she is our ally, and that she shall not mention nor make any com/ment whatsoever upon our business. Really! Does Sally know this?

She has begun to make the undergar/ments for her trousseau, but it will require patience and diligence for it will be a long time ere they can be completed.

She had commenced occasion/ally to make an acc/ount/ing of her possessions, and these notes are surely some/where among her belong/ings, th/ou/gh it will need patience to/go through all of her effects; it will be awfully slow work and we may be forced to take an apart/ment in or near the city.

Were you with them? Yes we were—we really were, and we found their condition one of helpless/ness and lone/some/ness.

Note. Exercise VIII has been arranged to give the student special drill in the new signs although many others are introduced. It will be well to review Columns 5, 6, and 7, and the Rules relating to them.

Write the following and submit to the instructor:

EXERCISE VIII

In spite of his indolence, Farmer Brown has commenced to build the fences around his fields.

We walked along a woodland road listening to the songs of many birds which belong to this region.

He had a beautiful soul and was faithful to his convictions of right and wrong.

More business means more employment, and usefulness brings happiness.

Many departments in the city were closed yesterday and business was practically suspended.

In our relations with other Nations, we try to observe strict neutrality.

Personally, I find my best vacation in a change of environment and occupation, rather than in idleness.

I hadn't mentioned the possibility that we might go abroad this summer, as I really felt the whole plan to be very uncertain.

LESSON NINE

The student has now mastered all the contractions of Grade Two and only needs practice to become as familiar with them as with those of Grade One and a Half. It now remains to learn the ABBREVIATED WORDS, seventy-three in all.

For Lesson Nine, learn the first thirty-eight ABBREVIATED WORDS, that is, up to but not including the word *immediate*. (See LIST OF ABBREVIATIONS on page 26). These abbreviations are quite suggestive, but must be carefully memorized. For practice write these abbreviations many times in order to fix them in the mind.

While these abbreviations are used mostly as whole words they may be combined with other letters to form other words. (See DEFINITIONS OF CONTRACTIONS, Paragraph h; also Rules 37-38).

Practice Exercise—With Contractions and Abbreviations Indicated

Not to be submitted

That bright green chair is beautiful and com/fortable, almost more so than the one against the pillar which is also altogether beyond comparison. After all they are both far and above more com/fortable than those which are so fashionable nowadays.

According to/Andrew and Sally Good, Frances will have to/go afterward across the road. She will go beneath the ar/ch before she can pass between those two bound/less fields which are beyond the bound/ary of/the city.

Those children were blinded by accident. We will tea/ch them Braille, because they will not be able to/go far with/out it.

Although we were always here/abouts I did not know this was his house—I mean his own. It was to be—that was his mother's wish; yes it was—I am almost sure it was.

She can learn to be a better child, although it may be very difficult for her. The other children are always deceiving her and then they declare that she is either bad or fretful. I cannot conceive of children being so mean. Never mind, they will learn to be gen/er/ous and then they may grow to be both good and great. She, herself, knows this and he, himself, also.

Write the following and submit to the instructor:

EXERCISE IX

According to calculations, about how far is that resort above sea level? Already having computed it many times and although somewhat superficially, I think after due consideration, I will again declare that it is between four and five thousand feet—almost five, I am sure.

It is always well to look ahead because there is danger around you, before, behind, beneath, beside and below.

She, herself, declared that he was both good and great and that she could not conceive of any one greater.

Blind people who have been blinded in early life regard blindness as something to be overcome.

I am greatly pleased with the book you lent me. Altogether it was the best I have read for some time. Could you give me another like it?

We already found that the good man was almost beyond help, still we will continue our efforts for him. As for the man himself, he was most cheerful, although I could not conceive how he bore up so well.

LESSON TEN

For Lesson Ten, learn the rest of the ABBREVIATED WORDS. Practice writing them. Study Rules 37, 38 and *Appended Notes*.

While students have learned each group of Grade Two contractions in the Ten Lessons just given, it will be found helpful to review frequently all the *contractions* and *abbreviations*, also to refer constantly to *Rules* and the *List of Typical and Problem Words* until all these are well fixed in the mind.

Practice Exercise—With Contractions and Abbreviations Indicated

Not to be submitted

I have already said perhaps too much to Lucy and John about

their apart/ment on N St. I know they themselves feel it was a mistake. The rooms are so little and it must be musty and hot in summer, and altogether uncomfortable. They also paid too much but Lucy said it was a temptation, and they couldn't help rejoicing to find themselves so near necessary markets, schools and the st/ation. Immediately I realized that the problems of their profession must take preced/ence over their pleasures. Some/time, some/where—wh/er/ever it may be—they will sh/oulder their responsibility and sever their relations with his sist/er-in-law and her people.

Today I have been very busy and will be until after nine o'clock tonight, but I hope for a better day tomorrow.

I declare I shall be a little disappointed if I do not receive a letter from Mr. Littlefield tomorrow. It should have come today and if it had contain/ed good news I would have answer/ed quickly.

Write the following and submit to the instructor:

EXERCISE X

1202 28th St.,
St. Louis, Mo.

Dear Friend:

I feel that I must write this letter tonight, even though it is after 10 o'clock, to tell you the good news.

After reading your wonderful new book which I received last week and which I myself enjoyed very much, I passed it on to Prof. Goodrich. His reaction was immediate for he was quick to perceive its good points. He said that such ideas as yours should have wide publicity. Just between ourselves I shouldn't be surprised if he wrote a review of it for the Journal. Wouldn't that be great!

Today I paid for another copy and gave it to a literary friend, and should hear from him tomorrow. Perhaps it was not at all necessary for me to make these little efforts. The book will win friends for itself. The readers themselves will see to that, but one likes to say to oneself when a book becomes popular that he had a little part in it. If I could, I would have done much more, neither would I have minded any amount of effort; we have worked together so long. As for yourself, how you must rejoice in your success, and please note that I am rejoicing with you.

Sincerely yours,

Frances Goodman Little.

Note: The student should now be ready to transcribe a twenty-five page *trial manuscript*, the material to be selected by the individual. Before transcribing, see *Model Title Page for Grade Two* manuscript, page 46. If the course has been taken with a Chapter, the trial manuscript should be sent to the Chapter address, to be forwarded from there to Washington. If the course has been taken through the Service for the Blind, Library of Congress, Washington, D. C., the trial manuscript should be sent to that address. If the work measures up to standard a *Grade Two Certificate* will be awarded. (See blank to be filled in and forwarded, page 5).

TABLE I

Alphabet for Writer Work

GRADE II

Used in forming Contractions:



Compound Signs	Asterisk	Dash	Square Brackets	Single Quotation Marks
	*	—	[]	' "
	• • •	• • •	1 • . 4 2 • . 5 3 • . 6	1 • . 4 2 • . 5 3 • . 6
	• • •	• • •	2 • . 5 3 • . 6	2 • . 5 3 • . 6
	• • •	• • •	3 • . 6	3 • . 6

TABLE I

Reversed Alphabet for Slate Work

GRADE II

j	i	h	g	f	e	d	c	b	a		1st LINE
t	s	r	q	p	o	n	m	l	k		2nd LINE
with	the	of	for	and	z	y	x	v	u		3rd LINE
w	ow	ou	er	ed	wh	th	sh	gh	ch		4th LINE
"	in	"	()	!	en	.	:	;	,		5th LINE
Hyphen	Apostrophe	Poetry sign	Numeral sign	Fraction-line sign							6th LINE
com		ar	ble	st							
Capital sign	Letter sign	Italic or Decimal-point sign									7th LINE
Used in forming Contractions											
Single Quotation Marks		Square Brackets		Dash	Asterisk)						Compound Signs
4 . . . 1 4 . . . 1 4 . . . 1 4 . . . 1 4 . . . 1 4 . . . 1 4 . . . 1]		—	*						
5 . . . 2 5 . . . 2 5 . . . 2 5 . . . 2 5 . . . 2 5 . . . 2 5 . . . 2		[—	*						
6 . . . 3 6 . . . 3 6 . . . 3 6 . . . 3 6 . . . 3 6 . . . 3 6 . . . 3				—	*						

TABLE II
Contractions for Writer Work

SIGN	Word Sign.	Initial Contractions.				Final Contractions.		
	Column 1. Standing alone.	Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.	
••	a	..	..	..	..	..	..	..
••	but	..	..	..	..	..	..	..
••	can	..	..	cannot	..	..	..	..
••	do	day	..	..	ound	..	..	..
••	every	ever	..	..	ance	ence	..	..
••	from	father	..	..	..	..	..	..
••	go	..	..	..	..	ong	..	..
••	have	here	..	had	..	..	..	..
••	I	..	..	..	..	..	..	..
••	just	..	..	..	..	..	..	..
••	knowledge	know	..	..	..	..	..	..
••	like	Lord	..	..	..	ful	..	..
••	more	mother	..	many	..	..	..	..
••	not	name	..	..	sion	tion	ation	..
••	O	one	..	..	..	..	..	..
••	people	part	..	..	..	..	..	..
••	quite	..	..	..	..	..	..	..
••	rather	right	..	..	..	..	..	..
••	so	some	..	spirit	less	ness	..	..
••	that	time	..	..	ount	ment	..	..
••	us	under	upon	..	..	..	..	..
••	very	..	..	..	..	..	..	..
••	will	work	word	world	..	..	..	..
••	it	..	..	..	..	..	..	..

TABLE II
Contractions for Writer Work (Continued)

SIGN	Word Sign.	Initial Contractions.			Final Contractions.		
	Column 1.	Col. 2.	Col. 3.	Col. 4.	Col. 5.	Col. 6.	Col. 7.
	Standing alone.	Preceded by dot 5.	Preceded by dots 4-5.	Preceded by dots 4-5-6.	Preceded by dots 4-6.	Preceded by dots 5-6.	Preceded by dot 6.
•••	you	young	..	..	..	ity	ally
•••	as	..	..	..	..	..	..
•••	and	..	..	..	..	..	..
•••	for	..	..	..	..	..	..
•••	of	..	..	..	..	..	..
•••	the	there	these	their	..	..	..
•••	with	..	..	..	..	..	..
•••	child	character	..	..	..	..	..
•••	shall	..	..	..	..	..	..
•••	this	through	those	..	..	..	..
•••	which	where	whose	..	..	..	..
•••	out	ought	..	..	..	..	..
•••	be	..	..	..	..	..	..
•••	enough	..	..	..	..	..	..
•••	to	..	..	..	..	..	..
•••	were	..	..	..	..	..	..
•••	his	..	..	..	..	..	..
•••	in	..	..	..	..	..	..
•••	into	..	..	..	..	..	..
•••	was and by	..	..	..	..	..	..
•••	still	..	..	..	..	..	..

TABLE II
Contractions for Slate Work

SIGN	Word Sign. Column 1.	Initial Contractions.			Final Contractions.		
		Standing alone.	Preceded by dot 5.	Preceded by dots 4-5.	Preceded by dots 4-5-6.	Preceded by dots 4-6.	Preceded by dots 5-6.
•••	a	..	..	..	..	..	..
•••	but	..	..	..	..	..	..
•••	can	..	..	cannot	..	..	..
•••	do	day	..	..	ound	..	..
•••	every	ever	..	..	ance	ence	..
•••	from	father	..	..	..	..	..
•••	go	..	..	..	..	ong	..
•••	have	here	..	had	..	..	..
•••	I	..	..	..	..	..	..
•••	just	..	..	..	..	..	..
•••	knowledge	know	..	..	..	..	..
•••	like	Lord	..	..	..	ful	..
•••	more	mother	..	many	..	..	..
•••	not	name	..	..	sion	tion	ation
•••	O	one	..	..	..	..	..
•••	people	part	..	..	..	..	..
•••	quite	..	..	..	..	..	..
•••	rather	right	..	..	..	..	..
•••	so	some	..	spirit	less	ness	..
•••	that	time	..	..	ount	ment	..
•••	us	under	upon	..	..	..	..
•••	very	..	..	..	..	..	..
•••	will	work	word	world	..	..	..
•••	it	..	..	..	..	..	..

TABLE II
Contractions for Slate Work (Continued)

SIGN	Word Sign. Column 1.	Initial Contractions.			Final Contractions.		
		Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.
••	you	young	..	..	..	ity	ally
•••	as	..	..	..	..	..	..
••	and	..	..	..	..	..	..
••	for	..	..	..	..	..	..
••	of	..	..	..	..	..	..
••	the	there	these	their	..	..	..
••	with	..	..	..	..	..	..
••	child	character	..	..	..	..	..
••	shall	..	..	..	..	..	..
••	this	through	those	..	..	..	..
••	which	where	whose	..	..	..	..
••	out	ought	..	..	..	..	..
••	be	..	..	..	..	..	..
••	enough	..	..	..	..	..	..
••	to	..	..	..	..	..	..
••	were	..	..	..	..	..	..
••	his	..	..	..	..	..	..
••	in	..	..	..	..	..	..
••••	into	..	..	..	..	..	..
••••	was and by	..	..	..	..	..	..
••••	still	..	..	..	..	..	..

LIST OF ABBREVIATED WORDS

(Alphabetically arranged)

about	ab	conceive	concv	ourselves	ourvs
above	abv	conceiving	concvg	paid	pd
according	ac	could	cd	perceive	percv
across	acr	deceive	dev	perceiving	percvg
after	af	deceiving	devg	perhaps	perh
afterward	afw	declare	dcl	quick	qk
again	ag	declaring	dclg	receive	rcv
against	agst	either	ei	receiving	revg
almost	alm	good	gd	rejoice	rjc
already	alr	great	grt	rejoicing	rjcg
also	al	herself	herf	said	sd
although	alth	him	hm	should	shd
altogether	alt	himself	hmf	such	sch
always	alw	immediate	imm	themselves	themvs
because	bec	its	xs	thyself	thyf
before	bef	itself	xf	to-day	to-d
behind	beh	letter	lr	together	tgr
below	bel	little	ll	to-morrow	to-m
beneath	ben	much	mch	to-night	to-n
beside	bes	must	mst	would	wd
between	bet	myself	myf	your	yr
beyond	bey	necessary	nec	yourself	yrf
blind	bl	neither	nei	yourselves	yrvs
Braille	Brl	o'clock	o'c		
children	chn	oneself	onef		

DEFINITIONS OF CONTRACTIONS

- a. **Contraction.**—A sign which is used to express more than one letter.
 - b. **One-cell Contraction.**—A contraction which only occupies one space or cell.
 - c. **Two-cell Contraction.**—A contraction which occupies two spaces or cells.
 - d. **Lower Sign Contraction.**—A contraction which contains neither dot 1 nor dot 4.

Compound Lower Signs.—A lower sign contraction which occupies two spaces or cells, but which counts as one.

- e. **Word Sign.**—A contraction which is used to express a whole word, whether it occupies one or two cells.
 - f. **Initial Compound Signs.**—Contractions which are formed by means of one of three signs of Line 7 of Table I, thus:

placed before an initial letter. (See Table II, Columns 2, 3 and 4).

- g. Final Compound Signs.**—Contractions which are formed by means of one of three signs of Line 7 of Table I, thus:

placed before a terminal letter. (See Table II, Columns 5, 6 and 7).

Note.—The terms “initial” and “final” have no reference to position in a word, but merely indicate that in the one case the contractions are made from the initial letter, and in the other from the final letter of the word or syllable contracted.

- h. **Abbreviated Words.**—These are represented by their characteristic letters, i.e., abv above, Brl Braille, cd could.
 - i. **Composition Signs.**—The Numeral sign and Poetry-line sign of Line 6 of Table I, and the Accent sign, Italic sign, Letter sign and Capital sign of Line 7 of Table I, are Braille Composition signs which are peculiar to the system, and have no ink-print equivalents.

RULES OF GRADE II. (20—38)

The first nineteen rules of Standard English Braille have already been incorporated in the latest Grade One and a Half Manual. Since they apply equally to Grade One, Grade One and a Half, and Grade Two, and have already been mastered by those who will take up the study of this Manual, they will not be repeated here.

The following rules of Standard English Braille, Grade Two, (20—38), were drafted by the joint English and American Committee on Uniform Type in 1932, and are here given in *quotation marks*. The *appended notes* are for the guidance of transcribers and to clarify, what experience has shown to be, doubtful points.

These notes do not in any way change the meaning of the rules, but introduce additional illustrations and phraseology more familiar to American readers. For convenience, the notes are lettered, and an asterisk, appearing sometimes in the body of a rule, will indicate the special portion to which the note refers.

Rule 20. "The contractions of Grade II shall, subject to the rules given below, express the letters for which they stand, whether these letters form a whole or part of a word. (See Rule 34)."

Notes

- (a) The contraction St. preceded by the capital sign and followed by the period may be used to express the abbreviations for *Street* and *Saint*.

(b) In writing such expressions as *n-no*, *d-do* (representing stammering) the first letter should be preceded by the letter sign. In such expressions as *wh-what*, *wh-which*, it is best not to use contractions in the first part of these words, nor the whole-word sign for *which* following the hyphen, but the contractions for *wh* and *ch* should be used.

Rule 21. "The Word Signs, **and**, **for**, **of**, **the**, **with**, **a**, may follow one another without a space between them, where the sense permits. (*)
Example. Writer. He is **with**/**the** boy.



He is **with**/the boy. Slate. Example.



Example. Writer. **Him** we **th/ink** of and love.



Him we think of and love. Slate. Example.



"These Word Signs should be used as parts of words wherever possible (see Rule 34) in preference to any other contraction unless their use entails waste of space."

Example. Writer. then :: ::

th/ence :: :: ::

th/ence

•••• then Slate. Example.

Note

(*) When **for**, **of** and **with**, refer to the preceding verb, the signs of Rule 21 should have proper spacing.

Rule 22. "The contractions of Column 1, Word Signs (Table II), with the exception of **and**, **for**, **of**, **the**, **with**, **be** and **in**, may only be used for the whole words for which they stand; nothing may be added to them except the apostrophe s, or punctuation signs. "s" may not be added to form the plural, nor may they be used to form parts of words when divided at the ends of lines, e.g., *more-over*, *like-wise*. Column 1 contractions may, however, with the exception of **to**, **into** and **by**, be joined to other words by the hyphen, to form genuine compound words, such as **so-called**, **still-hunt**, **merry-go-round**, **out-and-out**.

"These Word Signs may be preceded by the contractions for **to**, **into** and **by**, and, with the exception of the Lower Signs, may be used when followed by the apostrophe, in familiar expressions such as **c't** for *can't*; **y're** for *you're*; **t's** for *that's*."

Rule 23. "The contractions for **to**, **into** and **by**, are always to be written close up to the word or letter which follows. They may never be joined to other words by the hyphen to form compound words. They may be contracted before the numeral, capital, letter and italic signs, but not before any other Braille composition or punctuation sign."

"In such phrases as '**I**t was referred to yest/er/day', '**H**e was passed by wh/en others were noticed', *to* and *by* should be written in full, as they refer to the preceding verb and not to the word that follows them."

Notes

- (a) **to**, **into** and **by** may be contracted before the dollar sign, and other abbreviations of value and measurement.

(b) When **to**, **into** and **by** begin with a capital letter and are followed by a capital letter, the contractions for **to**, **into** and **by** should not be

used. However, the sign for **in** should be used in *into*. Examples: **byBrown**—By Brown; **intoFrance**—Into France; **to/England**—To England.

(c) **to, into** and **by** may be contracted before words beginning with contractions for **be, con, com** and **dis**. The combination does not destroy the identity of the second word.

Rule 24. “The contraction for **ea**, dot 2, may be used only when these letters occur between two letters (or contractions) of the same word in one line—it may never begin or end a word. It should always be used in preference to **ar** in such words as **hear, dearth**, etc. It should not be employed where the letters “e” and “a” belong to separate well-defined syllables as **in, react, readdress, preamble**, but it would be permissible in **realize**. (See Rule 34).”

Notes

(a) When a word, beginning with the letters **ea**, is modified by a prefix, as in *unearth* or *northeast*, it is recommended that the **ea** sign be not used.

(b) When a word ending in **ea** is modified by a suffix as **teacup, seas, seaman**, etc., the **ea** sign may be used.

Rule 25. “The contractions for **be, con, dis** (except when **be** stands alone) may be used only as syllables either at the beginning of a word or at the beginning of a line in a divided word.

Example. Writer.

connect :: :: :: :: :: disconnect :: :: :: :: :: :: :: :: ::

Slate. Example.

:: :: :: :: :: :: :: :: disconnect :: :: :: :: :: :: :: connect

“The contractions for **be, con, dis**, may follow the hyphen in a compound word, e.g., **self-disciplin/ed, self-control, well-be/ing**.”

Rule 26. “The contraction for **com** may be used only at the beginning of a word or of a line, and may not be used when it would be in contact with the hyphen or dash. It need not be a syllable.”

Example. Writer. come :: :: com/fort :: :: ::

:: :: :: com/fort :: :: come :: :: :: slate. Example.

Rule 27. “The contractions for **bb, cc, dd, ff, gg** (which it will be seen are the letters **b, c, d, f, g**, written in the lower position), may

only be used when they occur between letters or signs of the same word and in the same line of Braille."

Rule 28. "Any number of Lower Signs may follow each other if they stand for separate words written with a space between, e.g., 'He was in his room.' "

Rule 29. "One Lower Sign may not follow another without a space unless one of them is in contact with a sign containing dot 1 or dot 4."

Example. Writer. come in. : : : :

come in. Slate. Example.

Rule 30. “Not more than two Lower Signs may join each other. (*)

Example. Writer. to/come linen.

linen. to/come Slate. Example.

“Exception 1.—Any number of punctuation or composition signs may follow each other.

Example. Writer. He said "Sing 'Homing.' "

The image consists of three identical horizontal rows of black dots. Each row contains 10 dots arranged in a regular grid. The rows are spaced evenly apart vertically.

.....

He said "Sing 'Homing,'" — Sla

He said "Sing 'Homing.' " Slate. Example.

A horizontal row of 12 black dots. The dots are arranged in three distinct groups, each containing four dots. There are vertical gaps between the groups, and within each group, the dots are positioned at different heights to create a sense of depth or a grid pattern.

“Exception 2.—his, was, be and were must not be contracted before or after a dash as they could be mistaken for punctuation signs.

“Exception 3.—The signs of Columns 2, 6 and 7 (Table II) are not to be treated as lower signs.

to/com/ment into/some Slate. Example.

“Exception 4.—A Compound Lower Sign, such as the sign for **into**, the dash, inner quotation marks or square brackets, counts as one Lower Sign.

Example. Writer. **into/com/part/ments**

into/com/part/ments Slate. Example.

“Exception 5.—The capital sign (dot 6) is not to be treated as a Lower Sign.”

Example. Writer. "Dismiss."

A horizontal row of Braille characters. Each character consists of a 2x2 grid of dots. The first four characters have a single dot in the top-left position, representing the number 1. The fifth character has two dots in the top-left position, representing the number 2. The sixth character has three dots in the top-left position, representing the number 3. The seventh character has four dots in the top-left position, representing the number 4. The eighth character has five dots in the top-left position, representing the number 5. The ninth character has six dots in the top-left position, representing the number 6. The tenth character has seven dots in the top-left position, representing the number 7.

“Dismiss.” Slate. Example.

Note

(*) When it becomes necessary to sacrifice a contraction in order to conform to this rule, it is recommended that the first contraction be retained. Example: **comin'**, **bein'**. This applies even against paragraph 3 of Rule 35. Example: **beggin'**, **grabbin'**.

Rule 31. "Contractions for **ing** and **ble** must not begin a word, but may begin a line in the case of divided words. The **ble** sign represents the numeral sign when standing in front of other characters."

Rule 32. "Initial Contractions (the contractions of Columns 2, 3 and 4, Table II) may be used either as words or parts of words, as partner, depart/mental, count/er/part. (See Rule 34)."

Notes

(a) Two-cell Word Signs (initial contractions, with the exception of **one**) should not be used as part words, unless they retain their original sound. Examples: **here** should be used in **adhere** but not in **heretic**; **under** should be used in **th/under** but not in **launder**; **ever** should be used in **clever** and **several** but not in **fever** or **persevere**.

(b) The contraction for **one** should be used in **alone**, **money** and **hone/st** but not in **pioneer** nor **colonel**.

Rule 33. "Final Contractions (the contractions of Columns 5, 6 and 7, Table II) may be used only as parts of words, as *unfulfilled*, *bless/ing* or *careless*. They may not begin a word, e.g., *lesson*, *ful-filled*, nor may they be used as separate words, e.g., "less", but they may be used at the beginning of a line when the word is divided."

Notes

(a) Final Contractions should be used as parts of words even when they overlap syllable divisions. Examples: **ch/ancellor**, **mongrel**, **fer/ment/ation**.

(b) The two-syllable Final Contractions, **ation**, **ally** and **ity**, should be used as part-word signs when they retain their original sound. Examples: **ation** should be used in **rational**, **nation**, **appreciation** and **creation**; **ally** should be used in **Sally**, **practically** and **really**; **ity** should be used in **city** and **ch/ar/ity**, but not in **fruity**.

(c) Terminal sequences such as **ary**, **aries**, **arily**, **arious**, **ared**, **inal**, **istic**, should be fully contracted.

Rule 34. “Contractions forming parts of words should not be used when they are likely to lead to obscurity in recognition or pronunciation, and therefore they should not overlap well-defined syllable divisions. Word Signs should be used sparingly in the middle of words unless they form distinct syllables. Special care should be taken to avoid undue contraction of words of relatively infrequent occurrence. (See APPENDIX B, SUPPLEMENT TO RULE 34, page 38).

“When words are divided at the end of a line, the division must be at the end of a syllable.

“**Note.**—The Double Letter Signs are not considered to lead to obscurity because they retain their original letter form.”

Notes

(a) A well-defined syllable division is such a division as the following:

1. That which usually occurs between a prefix or suffix and the body of a word, as in **deduce**, **mishap**, **changeable**, **acreage**, **boredom**.
2. That between the component parts of a compound word, as in, **rawhide** or **orangeade**.
3. That between such easily recognizable roots within a word, as in **benediction**, **malediction** and **aqueduct**. (See LIST OF TYPICAL AND PROBLEM WORDS, page 39).

(b) A contraction should not be used if it separates the letters of a digraph or diphthong, as in **sphere** or **encyclopædia**.

Rule 35. “In cases where a word may, according to the above rules, be contracted in two or more ways, each saving the same amount of space, that way should be selected which produces the most readable combination of dots. For instance, when *d*, *r*, and *n* follow **one**, contract **ed**, **er** and **en** in preference to **one**. Example: **toned** is better than **toned**, **prisoner** than **prisoner**.

"If the same space is saved, simple contractions are better than two-cell Word Signs, e.g., **haddock** not **had dock**.

"Avoid using Double Letter Signs where there is an alternative single cell contraction, e.g., **meddle** not **medd le**."

Rule 36. "English proper names should, subject to the rules given above, be contracted, but contractions must not be used in foreign words, except when anglicized."

Note

An anglicized word may be defined as one which appears in the body of any recognized English dictionary.

Rule 37. "Abbreviated Words given in the LIST (see page 26) may be used in combination, but no addition may be made to any of them which would result in wrong spelling, as the use of *declare* (dcl) in *declar/ation*, and *conceive* (concv) in *conceivable*."

Rule 38. "Abbreviations must not be divided at the end of the line, but they may be so divided from any additions made to them, e.g., **imm-ly** for "immediately". An Abbreviated Word may not be used in combination unless it retains its original meaning, e.g., **mst** must not be used in **must/ard**, **shd** in **sh/oulder**, nor **its** in **merits**."

Notes

(a) Abbreviated words should not be used in combination to express proper names, as in *Hapgood* or *Littleton*, but they should be used when they constitute the whole proper name, as **Mr. Little** (LI) and **Louis Braille** (Brl). On title pages, catalogs and the first time the name appears in a book, it is better to use contractions rather than abbreviations.

(b) The abbreviations **to-d**, **to-m** and **to-n**, shall be used to express the words *today*, *tomorrow* and *tonight*, irrespective of whether or not the ink-print copy uses the hyphen.

APPENDIX

A.

The following rules contain additional signs for use in books where there is need of a more precise text than that which can be given in ordinary Braille. Musicians should learn the table of signs for accented letters, as they often occur in music.

In contracted Braille it will generally be necessary to put the letter sign, dots 5-6, before a word containing any of these accented letters, which otherwise might be mistaken for Braille contractions. The letter sign, however, is not used in a text known to be entirely in a foreign language. All such material should be written out in uncontracted Braille.

ACCENTS, DIÆRESIS, ETC.

Braille alphabets of foreign languages may be procured from the American Foundation for the Blind, 15 West 16th Street, New York City, and these should be used in books dealing exclusively with such languages.

The following will show the correct way of expressing in Braille the accented letters in French or Italian words:

Writer. à è i

ò ù â ê î

ö û ë ï ü

Slate

i : : : è : : à : : é : : ç : :

ü i ë û ô

The following signs are used for diphthongs:

Writer. æ

10

æ

æ :: Slate.

In German, the signs for the modified vowels are:

Writer.

ä

6

ii

ü

6

20

Slate.

For any other marks occurring with letters in English books the accent sign should be used.

Examples. Writer.

Julius Cæsar

Richard Cœur de Lion

.....
.....

fête

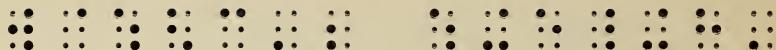
fête ::::: ::::: ::::: ::::: :::::

café :: :: :: :: ::

café ● ● ● ● ●

Julius Cæsar

Slate. Examples.



Richard Cœur de Lion



       fête        fête

       café        café

APPENDIX

B.

SUPPLEMENT TO RULE 34.

Some Examples Illustrating Preferred Usage of Contractions

Specified Contraction	Used	Not Used
ed	edit	predict
ever	clever	fever
	several	persevere
here	adhere	heretic
	here/with	sphere
ity	fortuity	fruity
of	profit	profile
one	money	Colonel
	hone/st	pioneer
	alone	anemone
some	hand/somely	blossomed
time	timed	centimeter
under	undertake	underived
	th/under	
ow	tow/ards	

List of Typical and Problem Words

SHOWING PREFERRED USAGE OF
CONTRACTIONS OF STANDARD ENGLISH BRAILLE,
GRADE II.

AUTHORIZED BY THE PROJECT, BOOKS FOR THE ADULT
BLIND, AUGUST 1936.

(Note: The letters which appear in bold type represent a contraction, and where two contractions come together, they are separated by a diagonal line).

A	aff/right	astring/ent
abandoned	afternoon afnoon	atheneum
abbey	afterwards afws	atmosphere
abbreviation	aggregation	atone
able	aggression	atoned
abomin/ation	agreeable	atone/ment
abst/in/ence	ally	authentic
acc/ede	alone	avenue
acc/ent	amenable	awfully
accord	anathema	
accordingly acly	ancestral	B
acc/ount	And/erson	babble
acknowledgment	Andrew	babbled
acreage	anemone	bacchanal
add	antedate	bandage
add/ed	anteroom	bandanna
addition	apart/ment	barbar/ous
address	apparatus	barometer
adds	apparition	baroness
adhere	aquarium	baronet
adher/ed	aqueduct	bathed
adher/ence	area	bayonet
adher/ent	ar/eas	beacon
administration	ar/ena	bear
ado	ar/en't	beatify
Aeneid	arise	beauty
aerial	aristocrat	become
aeroplane	ar/ound	bedazzle
affair	ar/ouse	bedding
affect	asthma	beggin'
afford	astonish	be/ing

believer	casino	command/er-in-chief	
belittle be/ll	Cath/ar/ine	com/ment/ary	
belittled be/lld	cathedral	Commons	
benediction	Catherine	coname,	
benevolent	caveat	conation	
bereft	ced/ar	conceivable	
besides bess	centime	conceived concvd	
beverage	centimeter	conch	
bin/ary	cer/eal	cone	
bleed	ch/ancellor	coney	
bless	ch/ancery	confre	
bless/ed	ch/andelier	congregate	
blinded	changeable	contin/ental	
blinding	characteristic	conting/ent	
blindly bly	ch/arade	continuity	
blindness bl/ness	ch/enille	cony	
blossomed	ch/erubic	coöperate	
blunder	childhood	coöper/ation	
boredom	childlike	coördinate	
bound/ary	child's	coroner	
bounty	Ch/ina	coronet	
bright	Ch/inese	couldn't edn't	
Brighton	cinema	couldst cd/st	
brother-in-law	city	count/en/ance	
by and by	clarion	country	
by-law	clever	county	
by Brown	cobbler	coupon	
by Brown	coffee	create	
by his	cohore	creation	
by tens	coher/ence	cred/ence	
by \$1.00	coher/ent	cred/entials	
by 6%	colonel	credulity	
C			
cabaret	coma	Crimean	
cancel	comatose	criminal	
candid	comb	cring/ing	
candle	combin/ation	criterion	
cans	come	D	
can't c't	comin'	dabble	
career	com/ing	dabbled	
caress	com/edian	dachshund	
car/ouse	com/edy	dagg/er	
carthorse	comique	danced	
	commandant	dancer	
	commandeer		

dances		E	
dandelion	each		European
daunder	eager		even/ing
dear	ear/th		everybody
deceivable	ease		everyone
deceived devd	east		every one
declar/ation	eat		everyth/ing
declared deld	ebb		everywhere
deduce	ebb/ed		examin/ation
deduction	ebb/ing		experience
definite	ebbs		exterior
denationalize	ebb-tide		extraordin/ary
denature	ecc/entricity		
denote	edit	F	fascin/ation
denounce	Edith		father-in-law
deny	edition		fealty
departure	educe		fear
derivation	effect		fea/ther
derive	effort		fenced
derogatory	egg		fencer
dest/in/ation	eggs		fences
deteriorate	elsewhere		feral
determin/ation	emin/ence		ferocity
detrimental	enamel		festoon
dition/ary	encyclopaedia		fever
disbelief	encyclopedia		final
disc	engineer		fin/ally
disciplin/arian	enigma		fin/ance
discomfort	enormous		financial
discommode	enough		fin/ery
disconnect	(before or after a		finesse
disconsolate	mark of punctuation,		fing/er
dis/ease	Rule 29)		finite
dishevel	enunciation		firearms
dispirit/ed	era		flea
distinguish	eradicate		fleas
doing	erase		foredoom
domestic	erect		forenoon
domin/ation	erode		for/ensic
dou/bled	erosion		forerun
dou/blet	erotic		found/ation
dou/ghty	erroneous		freedom
dukedom	eruption		fright
	establish		

fruity	heretic	ingenious
fulfill	here/with	ingenuity
funer/eal	hero	ingot
	heroic	ingredient
G	hinge	in/her, etc. (see "adhere", etc.)
gasometer	hing/ing	isinglass
genealogy	his	isthmus
gen/eric	his— —his	it's
genial	historic	
genius	history	J
geranium	hogshead	January
Ger/many	hone/st	jingle
gladsomely	honey	justice
gobbler	hyena	justly
goblet	hypotheses	juvenility
going	hypothesis	
goodness gd/ness		K
goods gds		kettledrum
grandee	idea	knighthood
grandeur	ideal	know/ing
grandiloquent	idealistic	known
grasshopper	ideality	
greatest grtest	ideally	L
greatness grt/ness	ideas	laity
grenade	imagery	land/lord
	imagin/ary	lather
H	immediately immly	launder
haddock	impart	laureate
Hades	impartial	lea/ther
hadji	impeccable	leghorn
hadn't	imped/ed	lengthen
handle	imprisoned	less
hand/somely	in in, in.	lesson
hand/somer	inasmuch inasmch	letterpress lrpress
hand/some/st	incomparable	lettered lr/ed
handy	incongruous	letters lrs
Hapgood	inconvenient	lever or lever
haven't	indefinite	leverage
hear	indiarubb/er	leveret
heard	indispensable	library
hedgerow	indispose	lifetime
hereafter here/af	indistinct	lightheaded
her/ed/ity	inferiority	
heresy	infinite	likely

likes	menagerie	nibbled
likewise	menial	nightingale
lin/eage	merits	noisome
lin/eal	mingle	nonentity
lin/ea/ment	minor	nonesuch nonesuch
lin/ear	minority	northeast
lingerie	minute (adjective and noun)	northerly
linguistic	mishap	northern
list/en	mishear	nought
littleness ll/ness	mistake	nowhere
Little Rock Ll Rock	mistranslate	nowise
Littleton	mistreat	 O
lone/some	mistress	obedience
longevity	mistrust	obedient
longhand	molest/ation	obst/inate
longitude	monetary	occasion
looney	money	occupation
lordly	mongoose	occur
lord/ship	mongrel	oceanic
Louis Braille Brl	moreover	odd
 M	mother-in-law	odd/ity
mainten/ance	motherly	oddly
malediction	must (noun)	odds
malleable	must/ard	œdema
manager	must/er	officer
mandate	mustn't mstn't	oleand/er
many-sided	musty	one/ness
mar/chioness	myst/erious	oner/ous
Margaret	 N	oper/ation
Marie	named	opponent
marionette	namely	orangeade
Mary	names	ordin/arily
mast/er	namesake	originality
material	naming	other
mathematics	nation	outdo
maunder	national	outhouse
meand/er	near	outside
medallion	necessarily	 P
meddle	necessity	pandemonium
medial	needle	parade
medicinal	never	par/ental
mediocre	never/the/less	par/en/theses
medium		

par/en/thesis	prenatal	redound
parishioner	prerelease	redress
parole	prerogative	reduce
partake	prestige	redundant
partial	prisoner	reduplicate
participate	problem	reminiscence
particular	procedure	rename
partly	profession	renew
party	proficient	renounce
pastime	profile	retriever
peddler	profound	revenue
penal	profuse	revere
penalty		rever/ence
peoples		reverie
people's	quand/ary	revery
perceivable	query	righteous
perceived percvd	questionnaire	righteousness
period	quicken qk/en	roseate
persevere	quickly qkly	
pertinacity	quicksand qksand	
peruse	quin/ine	
phenomenon		S
phoenix		sabbatical
pineapple		sacch/ar/ine
pioneer	R	Saint St.
pity	rally	Sally
plen/ary	random	sandal
poisoner	ration	sea-green
porthole	rational	seaman
post/erior	rawhide	seas
posthumous	react	self-command
preamble	readmission	self-conceit
prearrange	real	self-distrust
preced/ence	reality	separ/ation
preced/ent	realize	ser/enade
(adjective and noun)	really	ser/ene
predacious	reappear	serial
predecease	rear	serious
predest/in/ation	reassure	sever
predicament	receivable	several
predict	received rcvd	sever/ance
predispose	receivership revrship	severe
predomin/ation	re-commision	sever/ity
	re-con/stitute	shadow
	redeem	sh/ingle
	redirect	sh/oulder

shouldn't	shdn't	teacup	venality
shouldst	shdst	tear	veneer
sider/eal		teas	ven/er/eal
sinecure		tea-time	viceroy
sist/er-in-law		tedious	vin/ous
smother		tedium	
so-called		tenacity	W
sofa		termin/ation	wand/er
somebody		that's	wand/er/er
some/one		then	wary
some/th/ing		th/ence	was— —was
some/time		th/ought	wasn't
some/where		th/under	wear
somersault		timed	weary
sou/theast		times	wea/ther
sou/therly		timing	well-be/ing
sou/thern		tiny	well-to-do
Spain.—		tobe	were— —were
Spain.		to-day to-d	wer/en't
Spartan		to-do	wh/er/ever
spear		told	wh/ere'er
sphere (Rule 34b)		tone	whether
spinal		toned	which/ever
spirit/ed		tongue	whistle
spirit/less		torpedo	whither
spirits		tow/ard	will (noun and verb)
spiritually		tragedy	Will (proper name)
spirituel		trou/ble	willing
sponge		twofold	wills
sprite		unblemish/ed	will-o'-the-wisp
stateroom		unbless/ed	wiseacre
stevedore		undeceived undevd	wist/eria
still (noun, adjective, verb)		underive	withe
stilled		unear/th	with/er
stillness		unear/thed	with/out
Street St.		uneasy	wouldn't wdn't
string/ent		unfulfilled	wouldst wd/st
sweetheart		unlettered unlr/ed	
sword		unpaid unpd	Y
		unreceived unrcvd	you'd
T		unsaid unsd	you'll
tableau			you're
tablet		V	you've
tally		various	
		vary	Z
			zenith
			zero

TITLE PAGE

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CHILDREN OF THE COVERED WAGON
A STORY OF THE OLD OREGON TRAIL

BY

MARY JANE CARR

IN THREE VOLUMES
VOL. II

STANDARD ENGLISH BRAILLE
GRADE TWO

TRANSCRIBED AND PRESENTED
BY
ELEANOR LOUISE SCOTT

SOUTHEASTERN PENNSYLVANIA CHAPTER
AMERICAN RED CROSS

PHILADELPHIA, PA.
1936

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Note: While the above is given as a model "title page," spacing may vary according to the amount of information which must appear on such a page.

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